

Wisconsin Standards for a Quality Program in Health Science Occupations Education

Documented Evidence

Standard	Illustrative Documented Evidence
Quality Educator(s)	
<p>Standard 1 The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.</p> <p>Standard 2 The educator(s) actively participates in relevant professional associations such as HOSA and HOPE and has an improvement plan for continuous professional development.</p>	<ul style="list-style-type: none"> • Possesses a current teaching license • Maintains a professional development plan on file • Holds relevant medical training and maintains certification • Participates as an active member in state/national associations, such as, HOSA, HOSA, Inc., WACTE, ACTE, and WEA • Conducts annual review and goal setting • Presents at conferences • Maintains a professional development plan on file • Contributes to professional publications • Participates on school improvement teams • Provides leadership in professional organizations • Participates in continuing education beyond license renewal • Coordinates multi- and interdisciplinary learning initiatives • Prepares written, self-mentoring plan • Serves as a cooperating teacher • Writes and obtains grants • Supervises practicum students • Conducts educational/teacher research • Serves on statewide/regional education committees • Collaborates in projects with external partners • Pilots new programs and projects • Mentors initial educators • Participates in local/state/national curriculum development • Serves in role for extra-curricular leadership • Contributes voluntary leadership in the school/department • Provides leadership in staff development: planning/delivery • Formulates partnerships and collaborates with community agencies • Facilitates learning in or as faculty for adult education/technical college/university • Develops and obtains resources • Develops and coordinates program • Writes and submits news stories to local media about program and student achievement • Communicates with local, state, and national legislators • Participates in community activities/promotions • Displays student work in public settings

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Program Planning	
<p>Standard 3 The program has a vision/mission statement that is aligned with state and national as well as the school district's vision and mission.</p> <p>Standard 4 The curriculum is in alignment with the <i>Wisconsin Model Academic Standards</i>, National Health Care Core Skills Standards, and Health Science Occupations Career Cluster Pathways and incorporates the academic subject matter required for proficiency in the area.</p> <p>Standard 5 A comprehensive program includes three components: classroom instruction, site-based experiences or practicum under the supervision of licensed or other health professionals, and HOSA as the career and technical student organization.</p>	<ul style="list-style-type: none"> • Develops curriculum plan based on state guidelines to curriculum planning • Collaborates on curriculum projects • Participates on school/district planning team • Visits and partakes in conversations with other districts to evaluate/develop programs • Aligns local academic standards with state and national health science standards • Collaborates with post-secondary institutions • Utilizes community and business partners in program development • Conducts ongoing evaluation and planning for program improvement and revision • Conducts follow-up surveys <ul style="list-style-type: none"> • Balances course offerings to prepare students for role of health care worker • Maintains an active HOSA program • Strives for vertical articulation in K-12 curriculum planning • Participates in elementary education through direct teaching, team teaching, and collaboration • Implements current research-based initiatives and practices, such as, service learning, peer education, problem/project-based learning, authentic instruction and assessment, interdisciplinary projects, applied academic programs, and brain-based learning

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Curriculum, Instruction, and Student Assessment	
<p>Standard 6 The scope and sequence of the curriculum is based on current occupational trends, industry standards and certification, and recognized educational practices that are researched.</p> <p>Standard 7 The scope and sequence of the 6-12 curriculum starts with a solid foundation established at the middle school level and expands into comprehensive course offerings at the high school level.</p> <p>Standard 8 The instructional program is aligned at the secondary level with post-secondary institutions and articulated through various credit and advanced placement options.</p> <p>Standard 9 The career and technical student organization, HOSA, is co-curricular and a valued, integral component of the program.</p>	<ul style="list-style-type: none"> • Includes problem-based units of study in curriculum • Integrates HOSA competitive events into curriculum units • Creates and implements multi- or interdisciplinary units • Participates in development and implementation of Education for Employment plan • Develops and implements applied academic units • Articulates courses with post-secondary institutions • Uses classroom examples that demonstrate and recognize the importance of cultural diversity • Includes youth leadership and peer education activities • Includes diverse student populations; e.g., special education, non-traditional, gender, ethnicity, race, and school-aged parents • Uses non-biased classroom resources, such as, textbooks, artwork, posters, videos, and speakers <ul style="list-style-type: none"> • Posts expectations for respectful student behavior • Adheres to ADA requirements in classroom • Uses multiple, alternative student assessment tools • Expects ethical principles and behaviors in class from students • Prepares written curriculum plan • Defines progression toward achievement of model standards through benchmarks • Uses training agreement and plan to integrate academic and skill standards • Processes career- and work-related dilemmas and work-based experiences in classroom • Conducts on-going work-place reviews-evaluations • Provides work-place mentor training • Teaches to multiple learning styles and uses developmentally appropriate curriculum units

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Curriculum, Instruction, and Student Assessment (continued)	
<p>Standard 10 The educator(s) collaborates with educators from other disciplines to encourage the development of leadership and fellowship capabilities in students. This combination of people skills and technical skills will enable students to serve as effective members of a health care team.</p> <p>Standard 11 Standard-related classroom assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.</p> <p>Standard 12 The program offers certified workplace learning options for students.</p>	<ul style="list-style-type: none"> • Includes problem-based learning experiences, cooperative learning, multi- and interdisciplinary approaches, service-learning, youth leadership, technology integration, and self-reflection • Encourages critical and creative thinking through the use of analogies, practical reasoning, imagining, perspective-taking, developing and testing hypotheses, and transferring learning to new contexts • Uses powerful teaching strategies of varying structure, such as, inductive/deductive models of teaching, case studies, student presentations/demonstration, community-based learning, etc. • Differentiates curriculum to challenge students at multiple ability levels • Develops classroom norms and procedures with student input • Sets, communicates, and enforces appropriate behavioral standards with logical consequences • Models respect for diversity and human dignity • Encourages student sense of safety and expressing ideas and feelings • Conducts student written evaluations of classroom climate and environment • Holds high expectations, encourages students to do well, and promotes process as well as content • Uses assessment tools with standardized scoring rubrics • Provides opportunities for student for self-reflection and peer assessment • Implements authentic, performance-based assessment devices and tools; e.g., portfolios, student presentations and demonstrations, anecdotal records, inventories, observations, surveys, action study/research, and interviews • Establishes criteria and develops rubrics for assessment with student input

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Program Evaluation	
<p>Standard 13</p> <p>The program is evaluated at regular intervals and recommendations are used for continual improvement of the program.</p>	<ul style="list-style-type: none"> • Plans for ongoing program evaluation in place • Updates curriculum, instruction, facility, and staffing based on results of ongoing program evaluations to improve the program • Uses <i>WI Standards for Quality in HSOE</i> as framework for periodic self-assessments and planning • Conducts graduate and employer follow-up studies • Presents evaluation results to appropriate audiences, such as, administration, guidance, school board, parents, students, and community partners • Writes grants for funds to address program areas that need improvement • Prepares budget and opportunity-cost analyses

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Quality School(s)	
<p>Standard 14 The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</p> <p>Standard 15 The educator(s) is proactive, working with others to form policies and practices that enhance the school environment and improve student achievement and career development.</p> <p>Standard 16 Opportunity is incorporated into courses at all levels to explore careers, to develop skills needed to make informed decisions, and to be exposed to informational technological skills and knowledge required of health career specialties.</p>	<ul style="list-style-type: none"> • Maintains appropriate class size for laboratory and classroom activities • Documents participation of special populations; e.g., gender, ethnicity, EEN, race, school-aged parents, English Language Learners, ADA, economically disadvantaged, and gifted and talented • Documents committee work with stakeholders on career education, personal finance, work-based learning, and information technology • Represents HSOE on decision-making teams in the school and district • Participates on integrated and applied instructional teams • Participates actively in mission/vision development and strategic planning • Attends professional meetings and conferences to network • Serves as a mentor • Supervises student teachers • Attends and presents at state, school board, district, and school committee meetings • Networks informally with administrators, school board members, colleagues, and community members • Shares practical reasoning expertise to frame decisions regarding reform • Presents at staff in-services

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Parent and Community Involvement	
<p>Standard 17 The program includes establishment of collaborative relationships and partnerships with faculty, parents, supporters, and advisory council members to maximize student achievement and career development.</p> <p>Standard 18 The program reflects the needs of the community through advisory councils that include community members from the health care profession as well as the educational profession.</p>	<ul style="list-style-type: none"> • Utilizes community resources for classroom speakers, advisory boards, field trips, job shadowing, mentors, and HOSA co-curricular activities • Engages in internships/externships • Participates in civic organizations • Maintains diverse makeup of advisory committee representative of community • Prepares advisory committee minutes • Obtains advisory committee support and resources • Provides services to and seeks services from parents and other community members and organizations • Considers and implements advisory committee recommendations • Develops partnerships with other educational institutions • Reflects advisory committee recommendations in curriculum and facilities • Implements community service/service-learning projects

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Program Resources	
<p>Standard 19 The vision/mission of the program is supported by the facilities, equipment, technology, and operating budget.</p> <p>Standard 20 The quality of the instructional program, which includes site-based experiences or practicum, is enhanced by the use of community leaders, resources, facilities, and licensed or other health professionals.</p>	<ul style="list-style-type: none"> • Maintains universal accessibility checklist for facilities • Keeps regular maintenance checklists to ensure that maintenance is completed • Develops scheduled replacement plan for technology and equipment • Prepares and analyzes department budget • Participates in HOSA budget preparation and fundraising activities • Maintains resource management plan • Conducts budget and opportunity-cost analyses • Participates in annual review of student handbook, faculty handbook, and district policies

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Legal Requirements	
<p>Standard 21 Program operation is in compliance with all state and federal laws and regulations.</p>	<ul style="list-style-type: none"> • Follows training agreements and <i>Rules and Regulations</i> for work-based learning • Follows child labor laws for work-based learning programs • Demonstrates fairness in classroom practices, such as, discipline strategies and techniques • Follows policies and procedures for field trips and student transportation • Follows policy on confidentiality of records • Follows policy on reporting child abuse, sexual activity of minors, and health concerns • Follows statutes and policies related to ensuring equity and diversity